

Tiered Autism Team Assistance and Support

Houston Independent School District

Office of Special Education Services

Following the Multi-Tiered System of Supports model, support is tiered to demonstrate the continuum of need for students with the Autism eligibility.

Tier 1 – General academic and behavior instruction and support provided to all students in all settings. Support is provided to the staff at the campus level through the Intervention Assistance Team (IAT Team,), Program Specialist, Department Chair, Special Education Teacher, Administrators, Speech Language Pathologist, Licensed Specialist in School Psychology (LSSP), Counselor, or Social Worker. The following activities are recommended:

- Review current information in the student's state folder including all evaluations, reports, IEP, FIE, BSIP, Autism Supplement, PLAAFP and the recommendations in each.
- Collect baseline data that is relevant to the area in which support is needed.
- IAT to review data with the campus Department Chair and/or Program Specialist.
- Consult the Coordinated Support Plan (CSP) to determine if these issues are addressed.

If campus personnel deem all support within Tier 1 has been implemented and the student is still not making progress toward an identified IEP goal or objective, a request for support will be submitted to the autism team at AUSupport@houstonisd.org



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Tier 2 – Support is provided by the Autism Team. The following will be provided and documented:

1. Autism Team Lead acknowledges the request and forwards to the appropriate AU Itinerant Teacher **within two working days**.
2. AU Itinerant teacher will respond via email or phone **within two working days**.
3. AU Itinerant teacher schedules visit to campus in response to the request for assistance.
4. AU Itinerant teacher may complete, yet is not limited to, any or all of the following activities:
 - Complete classroom observation.
 - Consult with teacher.
 - Consult with related service providers.
 - Provide assistance in developing and/or modifying behavior support plans.
 - Provide assistance with the implementation of tenants of the autism supplement.
 - Model student specific strategies.
 - Assist with the development of student specific materials.
 - Provide specific recommendations for classroom and/or student(s).
 - Develop a timeline for follow-up support.
5. AU Itinerant Teacher provides summary of visit/ observations/ recommendations in the form of a Campus Support Summary including a timeline for support. This is sent to the teacher and principal with copies to the program specialist and senior manager.

Tier 3 – If the Autism Team deems that recommendations are being implemented consistently with fidelity and student is still not making progress in the identified area of need, the recommendation will then be to convene an ARD/IEP Team meeting to:

- Review IEP goals, objectives, FIE, PLAAFP, to consider additional recommendations and to address needs.
- Revise the IEP, BSIP, or Autism Supplement, if needed.
- Determine if a Functional Behavior Assessment (FBA) is needed. If so, contact the campus LSSP to secure signed parent consent.
- Generate additional referrals as indicated.

